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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1.Extend and compare numerical and geometric sequences and classify patterns as growing or repeating, e.g. 2, 4, 8, \_, \_, grows and the following sequence repeats:  CC.4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.  1.1.2. Develop and test generalizations based on observable patterns and relationships and describe the rules for number patterns using equations, e.g., in this sequence 1, 6, 16, 36 …, to get the next number the current number can be doubled and four added to the product  CC.4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.  1.3.4.      Represent possible values by using symbols, e.g., variables, to represent quantities in expressions and number sentences. Use number sentences (equations) to model and solve word problems.  CC.4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  2.1.5.    Relate multiplication and division to number patterns and models of groups and rectangular arrays.  CC.4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.  4.1.2.    Collect, organize and represent the data that answer the questions using simple circle graphs and broken line graphs. CIncludesTMM-Quick Survey)  **CC.4.MD.4** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.  Ten Minute Math ONLY  2.2.19.    Determine and explain in writing when an estimate is appropriate and whether a particular estimation strategy is reasonable or will result in an overestimate or underestimate involving computation with three- and four- digit numbers and money amounts up to $1,000.(TMM Closest Estimate)\_  CC.4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION**  4.2.3.    Discuss, make predictions and write about patterns and trends in **categorical and numerical data** that have been represented in a variety of ways. **NO CCSS (grades 2-7) connection but covered loosely in science:**  Concept 4.4.a GLE 4 Develop a method for testing conductivity and analyze data to generalize that metals are generally good electrical conductors and nonmetals are not. |
| **GLE’s but not CCSS**  4.2.3.    Discuss, make predictions and write about patterns and trends in **categorical and numerical data** that have been represented in a variety of ways. (SEE SCIENCE CONNECTION) |
| **CCSS but not GLE’s**  **N/A** |